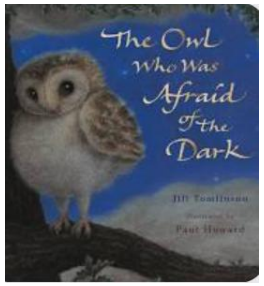
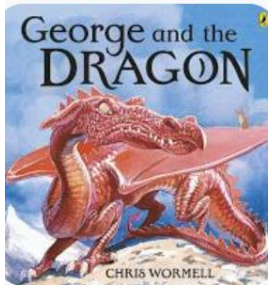
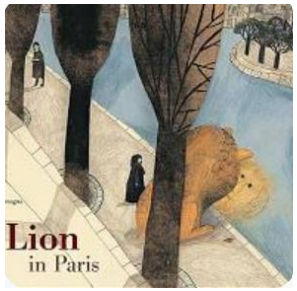
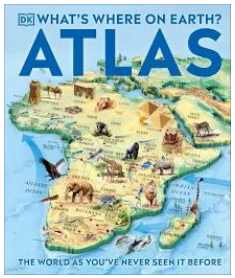
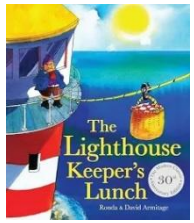
Year 2 curriculum map

	Term 1	Term 2	Term 3--	Term 4	Term 5	Term 6
Write Stuff Core Texts						
English – writing opportunities	A traditional tale and a familiar story – setting description, character description and retelling the story, adverbs, commas in a list	Biography - Non-fiction- timeline, glossary, research and third person writing Myth – character descriptions, setting description and retelling the myth	Narrative – setting description, character descriptions, expanded noun phrases and rewriting the story as an alternative character Free verse poem – repetitive phrases and descriptive verse, imaginative vocabulary	Narrative An imaginative adventure story – character descriptions, settings, expanded noun phrases and rewriting the story with an alternative main character Letter – recount style, key features of a letter, noun phrases, adjectives, commas in a list	Non-chronological report – subtitles, information, expanded noun phrases, commas in a list Traditional tale with a twist – story setting, character descriptions, complex sentences, varied punctuation	Narrative – adjectives, adverbs, inventing own ideas for developing the story, repetition, conjunctions, Rewriting their own version, changing characters and plot twists.
English - SPAG	Nouns Conjunctions: and, or, but Present tense and past tense (ed endings) Demarcate sentences with .,! and ? Proof read and edit sentences Build vocabulary	Demarcate sentences with .,! and ? Proof read and edit sentences Apostrophes for omission (contractions) Spell Year 2 common exception words Build vocabulary	Nouns, adjectives and verbs. Correct tense Applying rules for suffix 'ed' Use a comma to separate items in a list Contractions using apostrophes Build vocabulary	Adverbs Expanded noun phrases Conjunctions Common irregular past tense verbs Use a comma to separate items in a list; Using a simple dictionary Build vocabulary	Cloze procedure sentences – select a suitable adjective / verb / noun A wider range of conjunctions. Verbs – change past to present and vice versa Use Capital Letters, full stops, question marks, exclamation marks and commas in a list. Build vocabulary	Varied adverbs Revise and consolidate previous learning Subordinate conjunctions Present and past tense Use Capital Letters, full stops, question marks, exclamation marks and commas in a list. Build vocabulary

Maths – white Rose	Place Value Addition and Subtraction	Addition and Subtraction shape	Money Multiplication and Division	Multiplication and Division Length and height mass, capacity, temperature	fractions time	statistics Position and direction
Science – knowledge and skills	**Animal's needs for survival** **Knowledge** I know how to describe the basic needs of animals including humans for survival **Skills** I can ask simple questions and recognise that they can be answered in different ways. **Humans** **Knowledge** I know the importance for humans of exercise, eating the right amounts of different types of food, and hygiene **Skills** I can identify and classify	**Materials** **Knowledge** I know how to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses **Skills** I can identify and classify **Sustainability: Plastic** **Knowledge** I know how plastic is helpful and harmful. **Skills** I can explore the world around them and raise their own questions (non-statutory).	**Plants (bulbs and seeds)** **Knowledge** I know how seeds and bulbs grow into mature plants **Skills** I can observe closely, using simple equipment. **Living things and their habitats** **Knowledge** I know that most living things live in habitats to which they are suited I know how different habitats provide the basic needs of different kinds of animals and plants **Skills** I can gather and record data to help in answering questions.	**Living things and their habitats** **Knowledge** I know how to explore and compare the difference between things that are living, dead and things that have never been alive I know there is interdependence between animals and plants/ food chains-web **Skills** I can gather findings from previous experiments to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	**Plants (light and dark)** **Knowledge** I know plants need water, light and a suitable temperature to grow and stay healthy through investigatory tasks **Skills** I can observe closely, using simple equipment. **Growing Up** **Knowledge** I know that animals, including humans, have offspring which grow into adults. **Skills** I can ask simple questions and recognise that they can be answered in different ways. To identify and classify	**Growing Up** **Knowledge** I know that animals including humans have offspring that grow into adults **Skills** I can identify and classify **Sustainability: Wildlife** **Knowledge** I know how we impact the environment around us. **Skills** I can research how we can be sustainable and support wildlife
RE	**Creation** **Who made the world?** **Knowledge** I know the story of creation from Genesis 1:1–2:3 simply. I know what the story tells Christians about God, creation and the world. I know at least two examples of what Christians do to look after the world for God. **Skills** I can think, talk and ask questions about living in an amazing world.	**Universal** **How should we care for others and the world and why does it matter?** **Knowledge** I know Bible stories and stories from another faith about caring for others and the world identify ways that some people make a response to God by caring for others and the world **Skills** I can talk about issues of good and bad, right and wrong arising from the stories	**Humanism** **What is humanism?** **Knowledge** I know what humanism is and how humanists live their lives. I know what humanists believe and how they celebrate significant events in their lives. **Skills** I can think, talk and ask questions about how others live their lives and explore different ideas.	**Salvation** **Why does Easter matter to Christians?** **Knowledge** I know the story of Holy Week and Easter and make a link with the idea of Salvation. I know how Christians show their beliefs about Jesus as saviour in church worship. **Skills** I can think, talk and ask questions about whether the text has something to say to	**Islam** **Who is a Muslim and what do they believe?** **Knowledge** I know some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah I know a story about the life of the Prophet Muhammad I know some objects used by Muslims and suggest why they are important. **Skills** I can think, talk and ask questions about different religions and how others live	**Islam** **Who is a Muslim and what do they believe?** **Knowledge** I know some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel **Skills** I can think, talk and ask questions about different religions and how others live their lives and explore different ideas.

				them exploring different ideas.	their lives and explore different ideas.	
Geography Kapow knowledge and skills				**Would you prefer to live in a hot or cold place?** **Knowledge** I know where the seven continents and oceans are on a world map. I know some similarities and differences between the UK and Kenya. I know some features of hot and cold countries. **Skills** I can use maps to locate specific places I can describe key sims/diffs between UK and Kenya. I can locate some hot and cold places on a map.	**Why is our world wonderful?** **Knowledge** I know the names and locations of the five oceans on a world map. I know the names of some of the UK's features and landmarks. I know what the human and physical features of a city are. **Skills** I can use maps to locate the different oceans. I can identify human and physical features of the four capital cities of the UK I can draw human and physical features of my local area on a sketch map	**What is it like to live by the coast?** **Knowledge** I know what a coast is. I know some of the features of the coast I know how people use Weymouth and Hastings. **Skills** I can use simple compass directions. I can use maps to locate different coastal areas I can identify human and physical features of a coast.
History Kapow knowledge and skills	**How was school different in the past?** **Knowledge** I know the differences between schools now and schools of the past – clothing, subjects taught, rules and ages for going to school. **Skills** I can identify changes in living memory	**How did we learn to fly?** **Knowledge** I know important events surrounding the history of flying. I know about influential, historical pilots including The Wright Brothers and Bessie Coleman. **Skills** I can ask questions I can use primary sources to answer questions.	**What is a monarch?** **Knowledge** I know a monarch is a king or a queen and how they are celebrated. I know about William the Conqueror and his impact on the country and local area. **Skills** I can compare monarchs and ways of life at different times.			

	I can show where events fit on a chronological framework. I can correctly order 4 events on a timeline.	I can correctly order 5 events on a timeline	I can sequence events and monarchs on a timeline. I can make simple observations. I can make links within a unit of study.			
Art and DT Kapow knowledge and skills	**Art – Drawing: understanding tone and texture** **Knowledge** I know what is meant by texture and the different marks that can be made to represent textures. I know how to use a range of drawing techniques. I know artists create art to make people aware of good and bad things happening in the world around them **Skills** I can show increasing control with a range of media. I can make choices about which materials and techniques to use.	**Art – Painting and mixed media: Life in colour** **Knowledge** I know how to mix secondary colours. I know how to use collage materials to add texture. I know how to create texture using painting tools. **Skills** I can use hands and tools with confidence when cutting, shaping and joining materials. I can use my observational skills to look closely and reflect what I can see. I can talk about art I have seen using subject vocabulary.	**DT: Textiles: Pouches** **Knowledge** I know that sewing is a method of joining fabric. I know some different sewing stitches I know the importance of tying a knot after sewing the final stitch. **Skills** I can thread a needle. I can decorate a pouch using fabric glue and running stitches. I can evaluate my stitching.	**DT: Mechanisms: Making a moving monster** **Knowledge** I know that mechanisms are moving parts that produce movement. I know a lever is something that turns on a pivot. I know a linkage mechanism is made up of a series of levers. **Skills** I can design a moving monster with specific design criteria. I can make linkages using card for levers and split pins for pivots. I can evaluate my own designs against the design criteria.	**DT: Cooking and nutrition: Balanced diet** **Knowledge** I know 'diet' means the food and drink that a person or animal usually eats. I know 'ingredients' means the items in a mixture or recipe. I know I should eat a range of different foods from each food group, and roughly how much of each food group. **Skills** I can chop and grate food safely. I can spread soft foods. I can identify the 5 food groups of a balanced diet.	**Art: Sculpture and 3D: Clay houses** **Knowledge** I know how to manipulate clay by hand in different ways. I know how to use clay tools to score clay. I know people make art to explore an idea in different ways. **Skills** I can create and critique both figurative and abstract art. I can talk about how I can improve my work. I can talk about how art I made.
Music Sing up- Knowledge and skills	**Tony Chestnut** **Knowledge** I know what rhythm is I know what a melody is **Skills** I can improvise rhythms I can play a tuned instrument I can compose call and response music	**Carnival of the animals Composing music inspired by birdsong** **Knowledge** I know different instruments make different sounds and these could represent different things such as animals I know a range of musical vocabulary **Skills** I can play a range of instruments I can talk about different sounds I can follow a conductor	**Time (Percussion Unit)** **Knowledge** I know how to hold beaters and a range of instruments correctly **Skills** I can play a range of instruments such as triangles, tambourines and claves I can play a rhythm with a steady beat I can play a c major scale	**Orawa /Trains** **Knowledge** I know about duration and rhythm I know some musical vocab such as crescendo, diminuendo, accelerando and ritenuto **Skills** I can perform to a musical idea I can perform a rhythm pattern I can follow a conductor I can compose short musical pieces	**Swing-a-long with Shostakovich / Charlie Chaplin** **Knowledge** I know what beats are I understand how beats can be grouped I understand how to use notes of different pitch/duration and dynamics **Skills** I can mark a beat by tapping/capping etc I can move to a variety of rhythms I can compose a simple soundtrack to a silent film	**Tanczymy labada** **Knowledge** I know a polish song I know music can help people share traditions and culture I know some body percussions **Skills** I can play a tuned instrument I can invent a 4 beat pattern using body percussion I can match the beat of others including recorded music

PHSE Jigsaw Knowledge and skills	**Being in my world** **Knowledge** I know my behaviour can impact on other people in my class. **Skills** I can compare my own and my friends choices and can express why some choices are better than others.	**Celebrating differences** **Knowledge** I know that sometimes people get bullied because they are seen to be different; this might include people who do not conform to stereotypes. **Skills** I can explain how it feels to have a friends and be a friend. I can explain why it is ok to be different from my friends.	**Dreams and goals** **Knowledge** I know how I played my part in a group and the parts other people played to create a product. I know how the skills of the group complimented each other. **Skills** I can explain how it felt to be part of a group and can identify a range of feelings about group work.	**Healthy me** **Knowledge** I know why foods and medicines can be good for my body comparing ideas with less healthy/unsafe choices. **Skills** I can compare my own and my friends choices and can express how it feels to make healthy and safe choices.	**Relationships** **Knowledge** I know that some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. **Skills** I can give examples of some different problem solving techniques and explain how I might use them in certain situations in my relationships.	**Changing me** **Knowledge** I know the correct terms for the private parts of my body and why these are private. I know why some types of touches feel ok and others don't. **Skills** I can tell you what I like/don't like about being a boy/girl, getting older and recognise that others might feel differently to me
Computing Knowledge and skills	**Digital photography** **Knowledge** I know the basic principles of digital photography. I know images can be changed and edited. **Skills** I can use digital photography to create a picture. I can use technology safely and respectfully. I can identify real and edited photos.	**Robot algorithms** **Knowledge** I know what algorithms are. I know algorithms use precise and clear instructions. **Skills** I can create simple programs. I can debug simple programs. I can use logical reasoning to predict behaviour of simple programs.	**Information technology around us** **Knowledge** I know a range of common uses of IT beyond school. I know the common types of technology. I know how to stay safe online. **Skills** I can identify common features of IT. I can use IT for different types of activities. I can explain the need to use IT in different ways.	**Making music** **Knowledge** I know how to experiment with sound using technology. I know how to save and retrieve my work. **Skills** I can use technology to create music. I can refine my musical pattern. I can review my work.	**Pictograms** **Knowledge** I know how to collect and input my data. I know how to draw a conclusion from my pictogram. I know what an attribute is and how to group by them. **Skills** I can use technology to organise data. I can use a computer program to present information in different ways.	**Programming quizzes** **Knowledge** I know how to run a program. I know how to improve my project. I know how to create a series of commands. **Skills** I can change a given design. I can create a program based on the new design. I can compare my project to my design.
MFL	N/A					
PE – getset4PE Knowledge and skills	**Invasion games** **Knowledge** I know how to send and receive the ball in different ways with increasing control I know how to move into spaces away from defenders	**Dance** **Knowledge** I know how to link ideas I know how to use different pathways and travelling actions to include levels. **Skills** I can be independent and confident when performing.	**Gymnastics** **Knowledge** I know some different shapes, balances, rolls and jumps and find ways to combine them **Skills** I can create different shapes, balances, rolls (barrel, straight, forward).	**Net and wall** **Knowledge** I know how to hit a dropped ball over a net. I know what an underarm throw is. I know about how important it is to use the ready position to move towards a ball. **Skills**	**Striking and fielding** **Knowledge** I know some different striking and fielding activities I know how to hold a bat I understand that there are different roles within a fielding team. **Skills**	**Athletics** **Knowledge** I know how to run and jump safely over obstacles I know how to use overarm throwing for distance. **Skills** I can run, jump and throw for distance. I can jump for height.

	I know why I should to stay close to other players when defending. **Skills** I can co-operate and work as a team. I can dribble, throw, catch, pick, receive, run, jump and change direction. I can persevere with skills, I find tricky.	I can work with a partner to explore using unison, matching and mirroring. I can reflect on a performance. I can think about space, actions and dynamics in dance.	I can develop different travelling actions.	I can throw, catch, hit and track a ball. I can co-operate with a partner. I can develop decision making skills.	I can develop underarm and overarm throw. I can catch (with two hands), track and bowl a ball. I can bat a ball. I can collaborate with others effectively.	I can throw for accuracy. I can explore ideas. I can select and apply skills.
Cultural capital – core offer	Topic day – Victorian school day	In school pantomime			(Farmer John) Crossing Continents and Oceans - workshop	African drumming workshop Hastings